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ABSTRACT

In 1989, the Eastern Iowa Community College District (EICCD) undertook a project to develop a collective image of what the community college should be in the coming century. The reasons for seeking this "shared vision" were to create institutional focus, foster commitment, build communication, and reaffirm the college's mission and beliefs statement. The efforts to develop a shared vision, termed the "2020 Vision Process," involved a series of all-day, in-service meetings, administrative retreats, a survey of the academic community, and the development of a series of environmental impact statements focusing on factors likely to affect the college in coming years. The process involved every college employee and resulted in the revision of the EICCD's Mission and Belief Statements, the formulation of new goals and objectives, and the creation of specific implementation strategies to obtain the objectives. Among the new institutional goals identified were the following: (1) develop and maintain administrative and staff support dedicated to student learning; (2) recruit and retain students from diverse backgrounds; (3) encourage initiative, risk-taking, and individual responsibility; and (4) become an active partner in defining and addressing community and business needs. Detailed appendixes provide definitions of the functional areas of the community college; goal statements in the areas of instruction, student services, administration, research and planning, and community services; the Vision 2020 survey instrument; and the EICCD's Belief Statements. (JMC)

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2020 VISION:

THE EICCD MOVES INTO THE 21ST CENTURY

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2020 VISION:

THE EICCD MOVES INTO THE 21ST CENTURY

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This is an updated version of a paper of the same title presented at the Second Annual Summer Institute, "Effectiveness and Student Success: Transforming Community Colleges for the 1990s", sponsored by the Consortium for Institutional Effectiveness and Student Success in the Community College, Toronto, Ontario, Canada, June 24-26, 1990.

2020 VISION: THE EICCD MOVES INTO THE 21ST CENTURY

INTRODUCTION

Webster defines "vision" as something seen other than by ordinary sight. It is looking beyond the current horizons and trying to see what the future holds. The development of such a vision is the essence of what the Eastern Iowa Community College District (EICCD) undertook with its 2020 Vision Planning Process. Planning for the future is a necessity; instead of reacting to external changes, the EICCD wanted to be proactive, a designer of its own future.

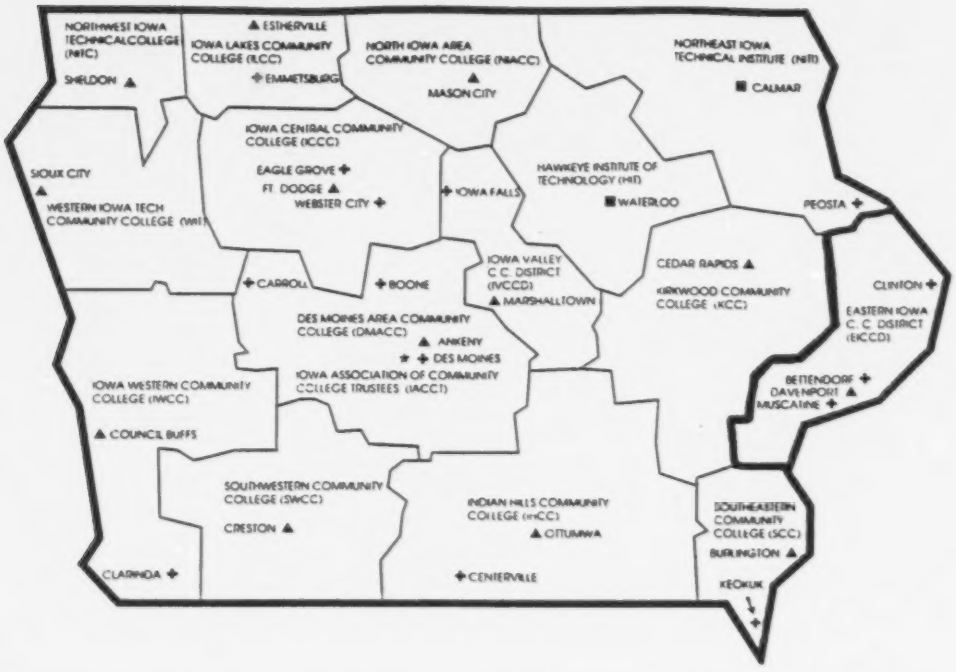
The planning of our future is critical for the EICCD in its current stage of development. John Gardner has described four cycles of an organization: birth, growth, maturity, and, lastly, decline or renewal. In its twenty-five years of existence, the EICCD has progressed through these stages into a comprehensive, multi-community college district.

The EICCD. The EICCD is one of 15 community colleges established by the Iowa legislature in 1965. It is a multi-college district, spread out over 2,466 square miles in four counties along the Mississippi River. (See Figure 1.) The population of the service area is approximately 298,000.

The EICCD consists of Clinton Community College, Muscatine Community College, and Scott Community College. (See Figure 2.) During the 1989-90 academic year, the District enrolled over 8,500 credit students and served over 38,000 individuals through its Continuing Education Division.

Figure 1

IOWA'S COMMUNITY COLLEGES



When the EICCD was formed by the Iowa legislature, it brought together a junior college in Muscatine, Iowa, with another junior college in Clinton. These two colleges were well established in their local communities, and came from a strong liberal arts perspective. What would later become Scott Community College was a post-secondary vocational school associated with the Davenport Community School District. From this, a new community college would evolve in Scott County, the largest population center in the service area. In 1979, it would acquire Palmer Junior College in Davenport and expand its Mission to that of a comprehensive community college. Thus, the birth and early years of the EICCD were turbulent times, for they had to bring together these two existing junior colleges with a new college whose primary emphasis had been on vocational education and was itself evolving into a new entity.

Figure 2
Eastern Iowa Community College District

During the late 1960s through the 1970s, the EICCD, like almost all community colleges throughout the country, experienced tremendous growth both in students served and facilities needed and built. An Urban Center for Scott Community College was built in Davenport, the largest population base for the District; the Urban Center also serves as the administrative center for the District. As the District approached the 1980s, the maturing process set in. Growth stabilized, and for the first time the District started to look at where it was, what it was doing, and what it had become.

Master Planning. In 1980, the EICCD developed a planning process that is still being utilized. This Master Planning Process centers on a one- to three-year

planning model that has heavy involvement of not only the EICCD Board of Directors, but the three colleges and the District functions. In Master Planning, the EICCD annually reviews and reaffirms or revises its Mission Statement and Goals; on a semi-annual basis the one- to three-year objectives are updated, and the degree to which the activities undertaken have accomplished the objectives are evaluated. New objectives are also formulated on a semi-annual basis.

The master planning process has worked well for the EICCD, and its employees are proud of what has been accomplished; however, the leadership of the institution recognizes its limitations. Short-term planning would not permit the EICCD to maintain its vitality in light of the dramatic changes that are occurring in demographics, the technologies, the global economy, the workplace and the workforce, and in our society and political systems. The EICCD needed a clearer picture (vision) of what it would be dealing with in the next century in order to develop alternative responses to those changes. Its planning needed to focus beyond the short-term to its long-term future--to extend itself into the first decade of the twenty-first century. It was imperative that the renewal process continue.

With the goal of institutional renewal, the EICCD set out on the project called "2020 VISION: A Perfect Vision for the Next Century" to formulate not only a vision of the EICCD for the twenty-first century, but to arrive at a "shared vision"--one that the total institution would agree upon.

2020 VISION PROCESS

Purposes of "Shared Vision". The EICCD has attempted to develop a collective image of what the community college should be in the next century. It was the intent of this process to create a vision which would provide a focus for the institution. As a total institution, the EICCD made a commitment to strive to reach that vision with a commonality of purpose. With that commonality of purpose, the EICCD would continue to build both internal and external communication. That institutional focus, commitment, commonality of purpose, and communication resulted in the revision and reaffirmation of the EICCD's Mission and Belief Statements, the formulation of new goals and objectives, and the development of specific implementation strategies to obtain the objectives.

Purposes of "Shared Vision"

1. Focus the institution
2. Foster commitment
3. Build communication
4. Reaffirmation of Mission and Beliefs

Outcomes of "Shared Vision". The process of defining a "shared vision" is a tremendous advantage to any institution. It creates a consciousness of being a part of the total community, and that the institution is impacted by the changing external environment. Instead of viewing changes as threats to the institution, they are transformed into challenges and opportunities. Looking to the future and identifying a target has also helped the EICCD to foster a commitment to plan for its future; but, creating a vision was only part of the project. This process has created an environment for the total college to operate in the future; it is an environment built upon full participation from its members.

Outcomes of "Shared Vision"

1. Consciousness of the environment's impact on the institution
2. An increased receptivity to change
3. An awareness of the need to plan

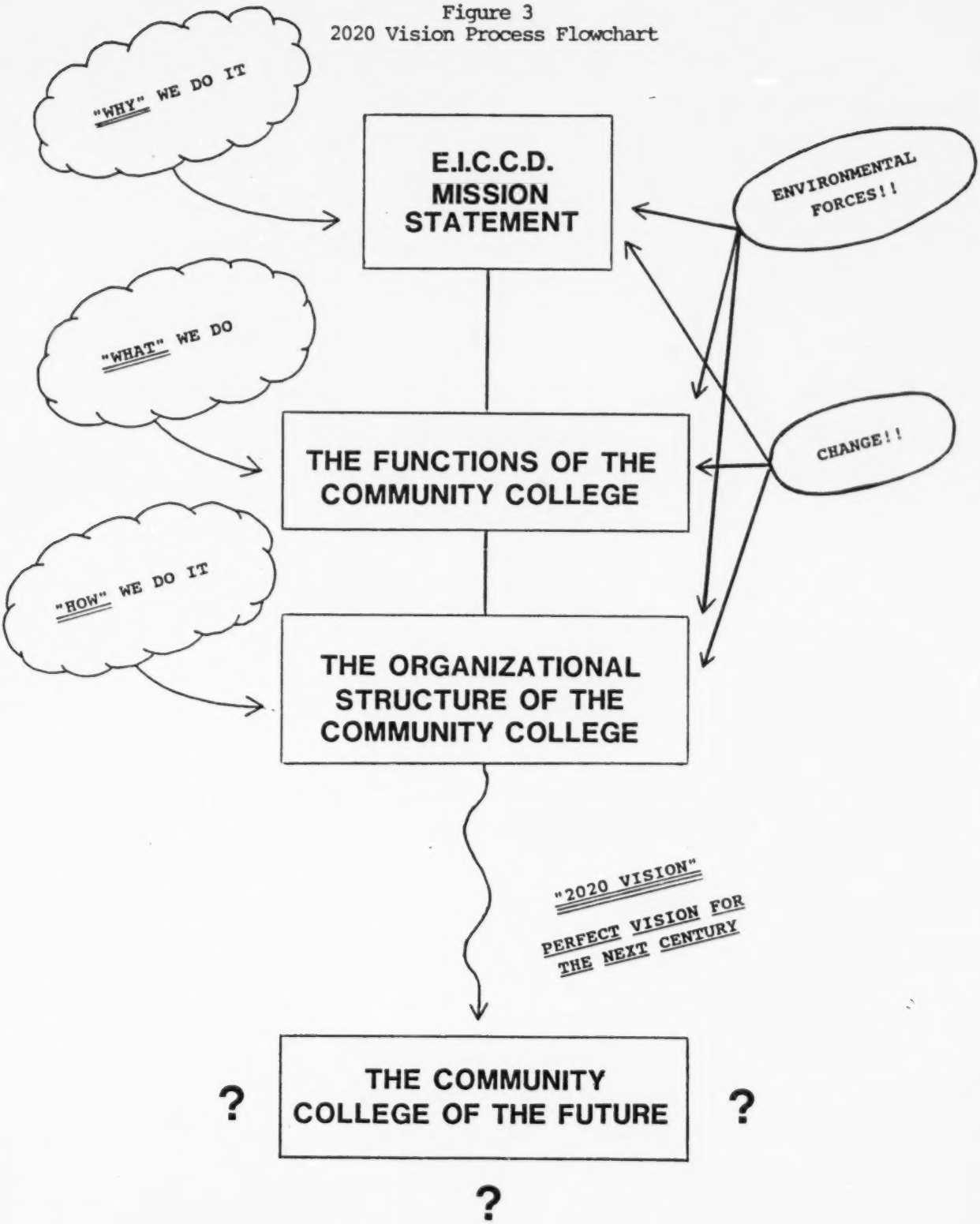
The Process is a Part of the Product. One of the things that the EICCD was committed to is that creating the vision and planning should not be done by any group of planners or administrators. As a result, 2020 Vision has involved every staff member of the District; every employee, from the custodian to the Vice Chancellor, was required to be an active participant in the visioning process. The process is a part of the product. Through this process, the EICCD raised people's consciousness about the future and the impact of environmental changes on the community college. The District has and will continue to build a receptivity to change, and an awareness of the need to plan.

Just as involvement is key to learning, involvement is key to change.

People fear and resist change only when they can't control it. Through involvement they gain ownership and control, and resistance dissipates.

Process Flowchart. Figure 3 is a flowchart which illustrates the process by which the EICCD arrived at its vision for the twenty-first century. As Figure 3 illustrates, the Mission Statement defines the "why" of the institution and what it does. Stated in very broad terms, it is the rationale for what the community college does, and is impacted by the external environment.

Figure 3
2020 Vision Process Flowchart



The EICCD Mission Statement

Eastern Iowa Community College District strives to provide easily available educational programs and services which are responsive to personal and community needs. These efforts will reflect an active commitment to excellence, to lifelong learning, and to cooperation with all segments of the community.

It is from the Mission Statement that the functions of the community college are derived. The functions are "what" a community college does, and for the purposes of 2020 Vision, were categorized into the eleven areas listed in Figure 4. Definitions of these functions are detailed in Appendix A.

Figure 4
Functions of a Community College

1. Transfer and college parallel curricula
2. Occupational and career curricula
3. General education and critical literacy
4. Adult and continuing education
5. Technical updating and re-training
6. Developmental education, Adult Basic Education (ABE), High School Completion (HSC), Graduate Equivalency Diploma (GED)
7. Student support services
8. Student activities
9. Economic development and programming for business and industry
10. Community services and development
11. High school programs and articulation

The organizational structure of the community college is "how" it accomplishes its Mission; it is the structure through which the community college accomplishes its functions or activities. How community colleges are organized were categorized into the five broad organizational units (structures) listed below in Figure 5.

Figure 5
Organizational Units of a Community College

1. Instruction
2. Student Services
3. Administration
4. Research, Planning, and Development
5. Community Services and Programs

It was through this process of examining the future and answering questions regarding the impact of the external environment on its Mission, functions, and organizational structure that the EICCD has arrived at a "shared vision" for the institution for the next century. As detailed in this article, the "Shared Vision" would ultimately be reflected in 39 2020 Vision Goal Statements--specific statements of where the EICCD should be in the year 2020. The integration of the 2020 Vision Goal Statements with the EICCD Mission have resulted in the reformulation of institutional goals.

Orientation Sessions. All staff were introduced to the 2020 Vision process through orientation sessions scheduled in May 1989. These orientation sessions were held at each of the EICCD's three colleges and the Urban Center and were conducted by the Chancellor. The presentation highlighted why, as an institution, the EICCD needed to move beyond operational short-term planning to the formulation of a vision and a strategic plan to actualize that vision. The orientation session outlined the process, its major components and activities, tentative timeline, and the commitment of the EICCD's Board of Directors and administrators. An orientation session was also provided to the EICCD Board of Directors regarding the process and its interface with master planning. Figure 6 details the activities and timeline of the 2020 Vision activities.

Figure 6
Timeline of 2020 Vision Activities

Orientation Sessions	May 1989
Workshop for Small Group Facilitators in brainstorming techniques	September 1989
Publication and distribution of An Environmental Scan	September 1989
Staff Development Day: "Inventing the Future" presentation and small group brainstorming sessions. Product: Environmental Impact Statements by 11 functional areas	October 6, 1989
Content analysis of the Environmental Impact Statements and compilation into 5 workbooks	October 1989
General Orientation Session to the process	October 25, 1989
Site meetings by organizational structures	October 1989- April 1990
Small-group Co-chairs Meeting to formulate 2020 Vision Goal Statements	April 30, 1990
Administrative Retreat--formulation of EICCD Institutional Goal Statements	June 14-15, 1990
2020 Vision Goal Statement Survey	October November 1990
Board Retreat: Revision of EICCD Mission and Belief Statements, identification of EICCD priorities, and review of Institutional Goals	November 30- December 1, 1990
Approval of EICCD, Mission, Belief Statements and Goals by our Board of Directors	December 17, 1990

At the orientation sessions, the Chancellor also asked the faculty and staff to consider serving as facilitators of small discussion groups which would meet at the fall 1989 inservice day.

An Environmental Scan. The EICCD "kicked off" the 2020 Vision Process by the development of An Environmental Scan document. The purpose of this document was to summarize major trends and projections which could impact the community college of the twenty-first century.

On-line data files were developed, consisting of a compilation of changes and trends in 11 different categories:

1. Population & Demographics
2. Work place
3. Work force
4. Society
5. Education
6. Politics
7. Environment
8. Information Explosion
9. Changing Technologies
10. Economy
11. Policy & Governance Issues

Each of these categories was examined on a local, state, regional, national, or international basis. The information from the Environmental Scan data files was condensed into five major trends and organized into five chapters:

1. The Changing Population and Demographics
2. The Changing Work force and Work place
3. The Changing Political, Societal, and Ecological Forces
4. The Changing Technologies and Information Explosion
5. The Changing World Economy

These trends and projections are summarized in An Environmental Scan, a 122 page document given to every Board and staff member with the request that they read it prior to the October 6, 1989, all-day inservice meeting. They were also requested to contemplate the consequences of these trends and future projections on society as a whole and on the community college in particular.

As evidenced by the Table of Contents of the scan document (Appendix B), the content was organized and formatted for ease of reading. This scan would be updated on a regular basis and distributed to all District employees.

Development of Environmental Impact Statements. At the October 6, 1989, inservice meeting, Dr. Bill Stewart, Chancellor of State Center Community College District in Fresno, California, delivered the keynote address, "Inventing the Future". This presentation re-emphasized the changing external environment, and the impact of these changes on the community college. Also on that day, as a total staff and faculty, the EICCD reviewed and reaffirmed its Mission Statement, and the 28 Belief--or, philosophical--Statements that undergird the District.

Following Dr. Stewart's presentation, all employees were divided into 33 groups. Three groups were designated for each of the 11 functions of the community college listed in Figure 4. Each group was comprised of a cross-section of faculty and staff with expertise in a specific functional area; each group also included individuals from the EICCD's three colleges and the Urban Center. Prior to this meeting, a cadre of individuals had volunteered to facilitate these small

> **The Environmental Scan was an impetus, allowing us to look at the future. 2020 Vision is giving us not only the opportunity to speculate on what our future will be, but to plan an active role in shaping our future. I'm sure that the future of Student Services in the EICCD will be enhanced because of this process.**
>
> **--Dr. Jean Goodnow, Dean of Student Services**
> **Muscatine Community College**

group brainstorming sessions. These facilitators had participated in an orientation workshop on brainstorming strategies. Two facilitators were assigned to each group to encourage the generation and exchange of ideas in that specific functional area.

The groups began their discussions by highlighting the major trends and changes indicated in both An Environmental Scan and the keynote address. Their purpose was to generate ideas regarding the impact of trends and changes in the external environment on the community college. All ideas were recorded. Over 350 ideas were generated regarding the impact of the changes occurring in the external environment on the community college. This process is illustrated in Figure 7.

Consolidation of Environmental Impact Statements. Common themes, as well as duplication of ideas, emerged across the 350 Environmental Impact Statements. In order to consolidate the list into a more workable document, the functional areas were assigned to the appropriate District council for review. The four District councils and the functional areas examined by each are listed below.

Academic Affairs and Planning Council
- Transfer and College Parallel Curriculum
- Occupational and Career Curriculum
- General Education and Critical Literacy
- High School Programs and Articulation

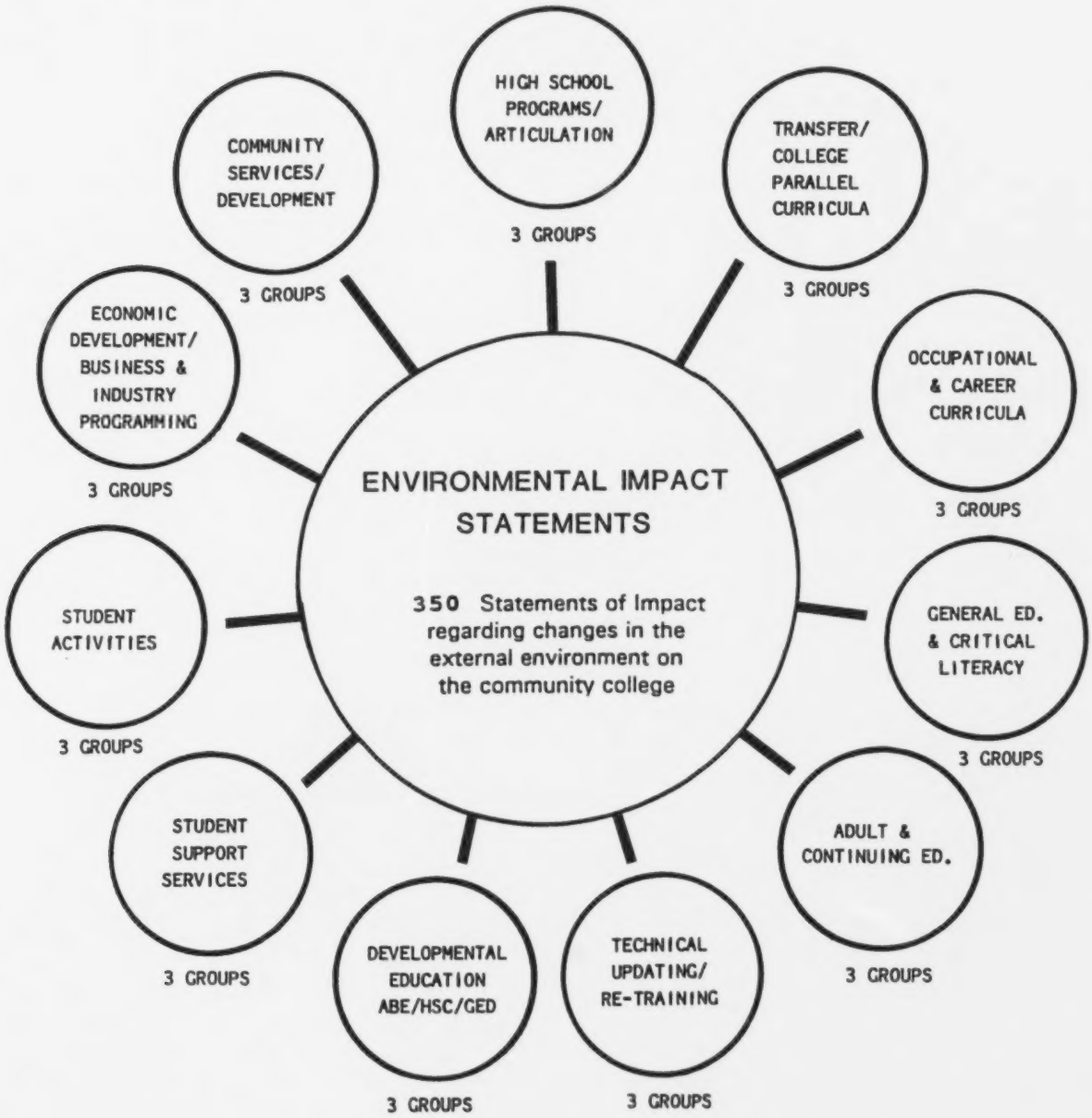
Student Services Council
- Student Support Services
- Student Activities

Community Education Council
- Adult and Continuing Education
- Technical Updating and Retraining
- Economic Development and Programming for Business and Industry
- Community Services and Development

Developmental Studies Council
- Development Education, ABE/GED

Figure 7

COMMUNITY COLLEGE FUNCTIONS



WHAT WE DO

The councils developed composites of the Environmental Impact Statements for each of the functional areas assigned to it.

Categorization of Environmental Impact Statements by Organizational Structures. The District Office of Academic Affairs and Planning then conducted a content analysis of the Environmental Impact Statement composites developed by the councils for each of the 11 functional areas. These were categorized by the staff into the five organizational structures of the community college: 1) Instruction; 2) Student Services; 3) Administration; 4) Research, Planning, and Development; and, 5) Community Programs and Services. These structures are the broad organizational units through which the community college accomplishes its Mission. They are the "how" we do "what" we do.

Workbooks of Visioning Questions. The examination of the hundreds of Environmental Impact Statements listed within each organizational structure lead to the identification of futuristic themes. These futuristic themes are listed by organizational unit in Figure 8. These themes and their supporting ideas provided the basis for the development of a series of questions developed to prod EICCD faculty and staff into serious consideration and creative thinking regarding the EICCD's future.

These questions were compiled into five booklets, one for each of the five organizational units. For each of the futuristic themes, a question was formulated, and related topics or issues were listed to stimulate thinking regarding the EICCD and its future. Following these issues, three questions were asked:

1. What is the EICCD presently doing to address this question?
2. What should the EICCD be doing to address this questions in the immediate (1990-1995) future?
3. What should the EICCD be doing to address this question in the more distant (1996-2000+) future?

General Orientation. The EICCD began site meetings within three weeks of the all-day inservice activity with Dr. Bill Stewart. The initial meeting was a general orientation to the 2020 Vision Planning Process, conducted by the President of each college.

The general orientation was less than an hour in length and included the following activities:

1. An explanation of the process (flowchart) and the participation of all EICCD employees in this process, as well as the Board and community representatives. It was explained how the EICCD would move from the thousands of ideas generated at the October 6 inservice day to discussions regarding EICCD's future through its organizational structures.
2. Small group assignments and a request for co-chairs. Each group was comprised of a cross section of faculty, administrators, support staff, Community Education, JTPA staff, Business & Industry Center staff, and students. Co-chairs were needed to facilitate discussion and to have the responsibility for compiling the group's ideas into composite documents.

Figure 8
"Futuristic Themes" by Organizational Structure

Instruction

1. Lifelong Learning
2. Institutional Effectiveness/Excellence
3. Marketing
4. Relevant Curricula for the Twenty-first Century
5. Diverse Student Population
6. Student Support Services
7. Quality Faculty
8. Economic Development
9. Alternative Instructional Delivery Systems
10. Funding/Resource Development
11. Changing Needs of the Workforce/Workplace
12. Articulation

Student Services

1. Diverse Student Population
2. Student Success
3. Extracurricular Activities
4. Academic/Instructional Support
5. Job Placement/College Transfer
6. Accessibility
7. Staff Development

Administration

1. Facilities/Equipment
2. District Organizational Structure
3. Information-based Decision Making
4. Personnel Management and Issues
5. Business Operations
6. External Relationships

Research, Planning, and Development

1. Institutional Research for Planning and Programming
2. Relevant Curricula/Emerging Technologies
3. Institutional Effectiveness
4. Evaluation of Instructional Programming
5. Marketing
6. Resource Development

Community Programs & Services

1. Lifelong Learning
2. Economic Development
3. Changing Workforce/Workplace
4. Community Critical Literacy
5. Building Communities

3. An overview of the schedule of site meetings and their themes.

Schedule of Site Meetings

October 25, 1989	General Orientation
November 15, 1989	Instruction
December 13, 1989	Student Services
January 24, 1990	Administration
February 21, 1990	Research, Planning, and Development
March 28, 1990	Community Programs and Services

Site Meetings. Each month, all faculty and staff across the EICCD's three colleges and the administrative center were involved in discussions on one of the organizational structures. Sitewide meetings were held on designated dates; additionally, many of the small groups met more often (and in some cases, weekly) to discuss the specific organizational structure and the future of the EICCD.

The discussions were centered around the responses to the questions in the 2020 Vision booklets. The booklets were disseminated to all EICCD staff one week prior to the scheduled meeting. Everyone was asked to write their responses in the workbook and to bring it with them to their meeting; if for some reason they were unable to attend the meeting, their written responses were to be provided to one their group's co-chairs.

> For the first time, we have had serious discussion across our three colleges regarding the future of the EICCD. As faculty, we have been able to make suggestions regarding what the EICCD could and should be doing. Our suggestions are being heard--we are determining our future.
>
> --Nancy Knutstrom, Nursing Faculty
> Scott Community College

Figure 9

INSTRUCTION

RELEVANT CURRICULA FOR THE TWENTY-FIRST CENTURY

QUESTION 4: EICCD'S CURRICULA FOR THE 21ST CENTURY MUST BE BOTH RELEVANT AND RESPONSIVE TO THE NEEDS OF THE COMMUNITY. HOW WILL INSTRUCTION GUARANTEE THE RELEVANCY OF EICCD'S CURRICULA FOR THE 21ST CENTURY?

RELATED TOPICS: The following topics are provided for possible consideration in your Task Force Response. These topics were compiled from the ideas generated during the brainstorming activity at the October 6 District Staff Development Day.

- Curricula That Meet the Needs of the Non-Traditional Student
- Institution-wide Competency-based Curricula
- "Modular" Delivery of Both Transfer and Vocational/ Technical Offerings
- Computer Literacy as an Entry/Exit Competency for all Students
- Enhanced Human Development Curriculum
- Critical Literacy
- General Education
- Emerging Occupational/Career Fields
- Developmental Programming
- Curricula Which Recognize the Cultural Diversity of Our Students
- Curricula Driven by Performance/Learning Outcomes

What is the EICCD presently doing to address Question 4? Please cite specific examples of how we are presently addressing this question.

Figure 9
(Continued)

INSTRUCTION

RELEVANT CURRICULA FOR THE TWENTY-FIRST CENTURY

What should the EICCD be doing to address Question 4?

In the immediate future? (1990-1995)	In the more distant future? (1996-2000+)

Figure 9 illustrates by example how the discusssion was stimulated by the responses formulated to the questions in the workbooks. The question from the Instructional booklet deals with the future of the EICCD and how the institution should guarantee both relevant and responsive programming. The question is followed by pertinent "issues" generated at the October 6 in-service meeting. These "issues" served as "ticklers" for the generation of ideas regarding the positioning of EICCD's instruction for the twenty-first century. Everyone recorded their ideas to the three questions given in Figure 9 prior to the meeting. At the small group meetings, all ideas that were generated were discussed and recorded in a composite workbook.

It was discovered at the onset of this process that much was unknown about the EICCD and its programs and services across the three colleges and its multiple District functions. These small group discussions performed the invaluable service of educating faculty and staff regarding the multitude of programs, services, and activities in which the EICCD is involved.

At each one of the four locations, there were an average of 6-10 groups, each working separately on the formulation of responses to the questions posed in each of the five organizational booklets. The ideas generated within the small groups were recorded on one booklet. Often the groups met several times throughout the

> The 2020 Vision meetings are giving me an insight into the entire District and our many programs and services. It has taken me beyond my office in Accounts Receivable.
>
> --Mary Pfahl, Accounts Receivable Clerk

month to discuss the environmental impact of the future trends and projections on the EICCD, and to formulate how the EICCD could respond. In addition to the small group meetings, the co-chairs would meet at least once a month with an administrator from the organizational unit being addressed to share the ideas generated within their own group, and if appropriate, develop extensions of these ideas or even new ones. The admistrator was responsible for developing a composite document for the site. Thus, at the end of the six-month activity, each site submitted five composite documents--one for each of the five organizational units. These were forwarded to the District Office of Academic Affairs and Planning where the staff conducted a content analysis and condensation of the ideas and responses by organizational unit. That office has maintained a master file of all unduplicated ideas and activities generated through these discussions.

2020 Vision Goal Statements Formulated. On April 30, 1990, an all-day meeting was held of the co-chairs of the 2020 Vision Small Groups. This group consisted of approximately 60 people from across the EICCD's four sites.

The group was divided into five task forces, one for each of the five organizational structures. These groups took the four composite reports for their organizational unit and looked for common threads, themes, and recommendations. From these composites, the task forces developed 39 Vision Statements--or goals--for what the EICCD should be in the twenty-first century; again, the Vision Statements were categorized according to the organizational units of: Instruction; Student Services; Administration; Research, Planning, and Development; and, Community Services and Programs. These Vision Statements

embody the "ideal" for which the District should strive during the first decade of the twenty-first century. An example of a 2020 Vision Goal Statement for Community Services and Programs is given in Figure 10.

Figure 10
2020 Vision Goal Statement
for
Community Programs and Services

The EICCD will actively serve as an example of sound environmental practices, and as an active promoter of responsible environmental living. Activities will include:

- an active compliance with the law
- employee awareness of environmental issues
- a recycling program
- small business education and assistance
- a resource center for business/industry training
- information for the community.

The 39 2020 Vision Goal Statements are given in Appendix C.

Additionally, on April 30, the co-chairs reviewed the EICCD Mission and Belief Statements in light of the Vision Statements that were formulated. The Mission Statement was reaffirmed, and revisions were made to the Belief Statements.

Community Input. It was important to have the community's input into what their community college should be as the twenty-first century approaches. Community leaders and representatives from the 45 companies that in the last 7 years were the fastest-growing non-retail employers in the EICCD's four-county area were invited to four meetings. At these meetings, they addressed three questions:

1. What is your opinion of the current activities of the EICCD?
2. What can the EICCD do better?
3. What will the community, business and industry ask of community colleges in the future?

The responses to these questions were compiled and later utilized at the Administrative Retreat in the development of institutional goals for the EICCD.

Administrative Retreat. 39 Vision Statements had been formulated according to the five organizational structures of the community college. These needed to be condensed into much broader goal statements which would be nonspecific to organizational structure. In order to accomplish this, a Summer Retreat for Administrators was held on June 14-15, 1990.

There were two outcomes for the Administrative Retreat. At the end of the first day, collective agreement was reached on Institutional Goals for long-range strategic planning. The outcome of Day Two was the identification of the key elements around which the EICCD would build its institutional effectiveness measures. Dr. Bill Stewart returned to facilitate this two-day retreat.

New Institutional Goals Formulated. Ten Goal Statements were drafted at the Administrative Retreat. These goals are the extensions of the EICCD Mission, and all current and future activities of the EICCD will be encompassed by these goals. These goals are listed in Figure 11.

Figure 11
New Institutional Goals

1. EICCD provides lifelong learning opportunities to meet the academic, economic, cultural, and social needs of the community.

2. EICCD seeks, develops, and maintains quality instructional, administrative, and support staff dedicated to student learning.

3. EICCD develops and maintains quality curricula which anticipate and support local, national, and global needs.

4. EICCD provides opportunities for students to gain the knowledge, marketable skills, values, and attitudes needed to achieve personal success.

5. EICCD recruits, assesses, and retains students from diverse backgrounds.

6. EICCD assists students to effectively transition to and from the college.

7. EICCD creates and maintains an organizational environment that encourages initiative, risk-taking, and individual responsbility.

8. EICCD assures institutional accountability through effective and efficient utilization of resources.

9. EICCD utilizes accurate, up-to-date, and comprehensive information in its academic and fiscal planning and decision making processes.

10. EICCD is an active partner in defining community and business needs and assisting in the development of solutions.

Institutional Effectiveness Measures. At the Administrative Retreat, concensus was also reached regarding the key elements--or, the key indicators--for the EICCD's institutional effectiveness model. The development of a comprehensive model to assess our institution's effectiveness was identified as a priority to be undertaken during the next academic year.

2020 Vision Survey. To determine the priority of objectives to be undertaken by the EICCD, a survey was developed and conducted of all EICCD faculty and staff, the EICCD Board of Directors, and Student Government representatives. The survey listed each of the new institutional goals, followed by the most frequently cited objectives generated at the site meetings and incorporated in the 2020 Vision Statements. The respondents were asked to rank, in order of importance, the objectives listed under each goal. The survey was designed for tabulation and analysis utilizing the Statistical Package for the Social Sciences (SPSS). A copy of the survey is provided in Appendix D.

The results of the survey were analyzed to provide not only composites for the priorities for EICCD employees and the Board, but also to determine any major variances in perceptions and priorities according to site and type of respondent. The results indicated general agreement in priorities between the Board of Directors and the District employees. The results of the survey were distributed to all respondents for their review.

Board Retreat: Revision of EICCD Mission, Beliefs, Goals, and Priorities. The EICCD Board of Directors meets annually to review the institutional Mission, Beliefs, and Goals, and to determine the priorities which direct our Master Planning Process. In December 1990, the EICCD Board of Directors met for a 2-day retreat to review the outcomes of the 2020 Vision Process. The Board began with an examination and discussion of the EICCD Mission Statement. The environmental scanning and forecasting conducted as a part of 2020 Vision reinforced their belief that the EICCD should anticipate as well as respond to the changing external environment. Thus, the EICCD Mission Statement was revised to reflect a

more proactive role for the EICCD. This philosophical change was also reflected in the revisions made to the Belief Statements. The beliefs were also amended to include the provision of educational programs and services to meet both the needs of business and industry as well as labor and employee groups. The revised Belief Statements are given in Appendix E.

The Revised EICCD Mission Statement

Eastern Iowa Community College District strives to provide easily available educational programs and services which anticipate and respond to personal and community needs. These efforts will reflect an active commitment to excellence, to lifelong learning, and to cooperation with all segments of the community.

The results of the 2020 Vision Survey were reviewed, including comparisons of the results by site and respondent group. The priorities of objectives under each of the new institutional goals were determined. This priority of objectives will determine the focus of future undertakings of the EICCD.

The revised EICCD Mission, Beliefs, Goals, and priorities were approved at the December 17, 1990 meeting of the EICCD Board of Directors.

Reaffirmation By the Community. An Executive Summary of the Visioning Process and the resultant institutional goals will be sent to selected community leaders and to business and industry representatives. They will be requested to review and comment on both the process and its outcomes.

The Integration of 2020 Vision with the EICCD's on-going Master Planning. The outcomes of the 2020 Vision Process will be incorporated into the on-going Master Planning Processes of the EICCD. As indicated earlier, the Master Plan is updated twice a year. In January, 1991, the Master Plan of the EICCD will be restructured utilizing the outcomes of 2020 Vision. The Master Plan will include the revised Mission and Belief Statements of the EICCD. All current objectives and activities being undertaken within the previous 15 Goals of the EICCD will be restructured within the ten new Institutional Goals formulated through 2020 Vision. The thrust of new activities to be undertaken by the EICCD were determined by the priorities. Each objective in the Master Plan will indicate the District council and the person responsible for the accomplishment of the objective, timeline for completion, as well as a status report every six months regarding the accomplishment of the objective. Once an objective is completed, a statement of accomplishment indicating its outcome is published in the appropriate Master Plan Update.

CONCLUSIONS

2020 Vision has resulted in a renewed institutional commitment to environmental scanning and strategic planning. It has fostered understanding regarding the Mission of the EICCD and the need to communicate across all levels. It was a team-building activity in which all employees had the opportunity to have an active role in shaping the institution's future. It redefined the Mission of the institution, calling for a proactive role in which we anticipate and not just respond to the external environment.

The EICCD is pleased with the success it has had with bringing people together through the 2020 Vision Process. This Vision will be the cornerstone of the strategic planning for the District.

> 2020 Vision has been a team-building activity, mixing administrators, faculty, and support staff in real discussions involving the institution. Everyone's opinion is important. We enter the process as peers and equals.
>
> --Dr. Vic McAvoy, President
> Muscatine Community College

APPENDIX A

DEFINITIONS OF THE FUNCTIONAL AREAS OF THE COMMUNITY COLLEGE

DEFINITIONS OF THE FUNCTIONAL AREAS OF THE COMMUNITY COLLEGE

1. Transfer/College-Parallel Curricula

The Transfer Curriculum, also known as College-Parallel or College-Preparatory, was the first curriculum/program to be offered in the community college. The courses in this curriculum are traditionally recognized as the first two years of a four-year/baccalaureate degree, and are typically designed for transfer to a four-year/senior institution. These courses are generally recognized as above 100 level and below 300 level courses in the college catalog.

2. Occupational/Career Curricula

This function collectively represents all credit occupational, vocational, and technical studies at the community college. Originally conceived as an essential component of "terminal study" (education for students who would probably not go on to further studies) career education in the community college was designed to teach skills more complicated than those taught in high school programs. These studies may terminate in a certificate, diploma, or associate of applied science degree, and are generally designed to lead to entry-level employment in a chosen career field.

3. General Education/Critical Literacy

The General Education component of the curriculum contributes to the development of reasoning, thinking, and analytical individuals whose historical perspective; appreciation of the arts; understanding of people, organizations, and the natural environment; and ability to communicate allow them to become contributing members of society. Within this framework, the General Education component also provides much of the scientific and theoretical base for students pursuing degrees not only in the arts and sciences but also in occupational or technical fields.

General Education incorporates the skills cited below in Critical Literacy and commonly includes the humanities, the arts, communications and language, the sciences and mathematics.

Critical Literacy for the Year 2000 goes beyond basic proficiency in reading, writing and arithmetic to include those skills essential for a fulfilled public and private life as well as successful movement through a career which will become increasingly more sophisticated and demanding. For the first time in history, a majority of all new jobs in the year 2000 will require post-secondary education. As the society becomes more complex, the amount of education and knowledge needed to succeed will become greater with employers demanding more skill in decision making, problem solving, adapting to change and working with others.

Critical Literacy will contribute to these necessary skills through the development of the individual's ability to reason, compute, analyze, debate, make judgments, and communicate using both the written and spoken word. Integral to Critical Literacy will be a better understanding of human and organizational dynamics; the dynamics of an increasingly multicultural society; and the global economy.

4. Adult and Continuing Education

Adult and Continuing Education refers to an organized program of non-credit education provided for the benefit of and adapted to the needs of persons in adult roles. Adult education is designed to provide opportunities for adults to meet their individual personal, professional, or cultural needs. Adult and Continuing Education may include (but is certainly not limited to) programming in the areas of Home & Family, Personal Development, Food Preparation, Finance, Wellness, Crafts & Hobbies, and the Humanities/Fine Arts.

5. Technical Updating/Retraining

Individual vocational courses of 120 hours or less, complete in themselves and designed for the specific purposes of training persons for employment, upgrading the skills of persons presently employed, and retraining persons for new employment. Offerings in this area may be general offerings to the public or specific customized training programs for industry. Courses may include Business specific, Investments, Computers, Food Service, Health, Professional Development and Industry Training (CNC, Robotics, Statistical Process Control, Asbestos Worker).

6. Developmental Education

Developmental Education refers to an organized program of study designed to meet individual needs of students to enable them to improve their skill levels to the degree that they may successfully achieve their academic, life, or employment goals. Developmental programming may include course offerings in ABE/GED/high school completion, English as a Second Language, and Job Seeking/Counseling, as well as many other basic skill interventions.

7. Student Support Services

Student services are those college support activities which address a student's need for access to the college, for support while enrolled, and for transition from college to continued education or employment. Student development and success are enhanced through a collaborative effort with instructional counterparts. Service areas may include admissions, assessment, orientation, advising, counseling, registration and records, career development, financial aid, child care, health and wellness, learning assistance (tutoring, developmental studies), human and personal development, special populations, (special needs, multi- cultural and women's programs) and job and transfer placement.

8. Student Activities: Co-Curricular and Extracurricular

Student activities and programs compliment academic programs to enhance a students' overall educational experience through exposure to and participation in cultural, recreational, social, leadership, government, athletic and intellectual programs. These programs provide an opportunity for individual student growth, community involvement, and the development of campus spirit and environment.

9. Economic Development/Programming for Business and Industry

EICCD's Community and Economic Development mission is to increase the prosperity and opportunities for the citizens of the District by providing leadership, assistance, and coordination in the creation and retention of jobs and the diversification of the area's economy. This is accomplished through developing and enhancing strong working relationships with local, state and regional economic development agencies, government leaders and business and industry leaders throughout the District.

The Eastern Iowa Business & Industry Centers have been established to support this mission by providing services to area business and industry. Some of these services are customized training programs, technical training, marketing assistance, and various programs and counseling services to help new and existing businesses in planning and development.

Some of the resources of the Eastern Iowa BICs are the Small Business Development Center, Iowa Economic Development Satellite Network, government procurement specialist, JTPA, training and retraining specialists, and international trade assistance.

10. Community Service and Development

Community Service/Public Relations involves the dissemination of information regarding district activities to the public via press releases, advertising or other means: i.e., speaking engagements, video tapes, printed materials and brochures, and conferences. Also involved is the coordination of special projects that involve public opinion, such as the recent tax levy campaign. The Development Office coordinates grant applications to state and federal agencies. Frequent communication with legislators and other key personnel in Washington, D.C., keeps the District current on funding opportunities; coordinates activities that would benefit education in the state legislature and congress; and insures that EICCD meets guidelines for grant application and usage of funds.

11. High School Programs and Articulation

Articulation is the coordination of programs between educational institutions so that students can progress without duplication of time, effort, or expense. One common type of articulation is advanced placement which allows high school graduates the opportunity to receive college credit for competencies mastered at the secondary level. They are then permitted to enroll in advanced level

college courses. Another type of articulation is the waiving of prerequisites or course requirements for college programs based on the successful completion of designated high school competencies. Other common types of articulation include: the coordination and sharing of faculty, facilities, and equipment; joint program planning and development; combined enrollments between secondary and post-secondary schools; and enrichment programs which allow high school students to attend college classes.

Articulation prevents unproductive repetition of instruction between secondary and post-secondary schools, provides savings of time and money for students by eliminating the need to repeat coursework, provides recognition through advanced standing or college credit, provides more course options to accommodate students' special needs and interests, serves as a career exploration strategy for students, and allows for better use of facilities and resources.

APPENDIX B

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APPENDIX C

2020 VISION GOAL STATEMENTS

2020 VISION
GOAL STATEMENTS
PROPOSED APRIL 30, 1990

INSTRUCTION

1. The provision of lifelong learning to the community will be a central focus of the EICCD. "Instruction" will be sensitive and responsive to the intergenerational, multicultural, experiential, and training/re-training learning needs of our diverse student population.

2. Since the EICCD is an integral part of the community it serves, "Instruction" will provide leadership in meeting the economic, cultural, and social needs of its community.

3. EICCD "Instruction" will adapt to students' individual levels and needs, helping them reach their full learning potential.

4. EICCD "Instruction" will recruit, orient, develop, and retain quality and diverse faculty, staff, and administrators in order to provide excellence in teaching.

5. EICCD "Instruction" will develop and maintain outcomes-based curricula designed to be responsive to student and community needs.

6. EICCD "Instruction" will be a partner in new endeavors for resource development, including grants and matching funds, financial aids and tuition innovations, and new and expanded programs.

7. EICCD "Instruction" will be a full partner in the internal and external marketing of the institution.

8. EICCD "Instruction" will assist Student Services in the recruitment, assessment, counseling, advising, retention, placement, and follow up of students.

STUDENT SERVICES

1. To ensure that the Student Support Services of the EICCD comprehensively address the diverse needs of a continually evolving student population, Student Services will provide a comprehensive assessment prior to enrollment, at appropriate intervals throughout the student's progress within the institution, and on the accomplishment of the student's goals. The results of these assessments will serve to guide the student's course selection and program planning. The information collected through these student assessments will be utilized by the institution in planning and providing services and programs.

2. Recognizing that our student population as well as the workforce of the future will increasingly consist of individuals from lower socioeconomic backgrounds and from diverse ethnic backgrounds, the EICCD will provide services and support which actively recruit and retain students from these populations. This includes an evaluation of our Financial Aids programs, and the provision of a "student friendly" process. The need for affordable tuition will be paramount.

3. As our student body expands to include more students with greater academic, social, and economic needs, the EICCD will expand its services to meet these needs; e.g., the need for child care, the need for greater access through extended hours, the need for a full range of Student Services available wherever and whenever students are in attendance.

4. In order to better serve the increasing number of students with limited academic backgrounds (including learning disabilities), limited English proficiency, and physical handicaps, the EICCD will develop and provide a comprehensive, integrated program which provides assistance to students from ABE/GED programs through completion of their goals which may include but are not limited to the associate degree or entry into the labor market.

5. The EICCD will provide additional support for students leaving the institution to enter employment, by encouraging the college Placement Officers and the Job Developers of the BIC to work cooperatively in job development and job placement for our graduates.

6. To better serve our students who are transferring to baccalaureate institutions, Student Services, Academic Affairs, and the Office of Academic Affairs and Planning will work with the baccalaureate institutions in the development and implementation of articulation agreements that promote an effective transfer, and in the provision of accurate transfer information to our students.

ADMINISTRATION

1. The organization of the EICCD will strengthen and enhance "the entire District" as well as the individual colleges and instructional sites. (Organization)

2. To optimize our accessibility, the EICCD will utilize technologies that lead in the development of alternative delivery systems and sites while maintaining high quality of instruction. (Accessibility)

3. The EICCD will develop and maintain the capacity to respond effectively to the needs of twenty-first century students; e.g., the changing demographics increasing the need for child care. ("Student Response-Ability")

4. The EICCD will create and maintain an environment that nurtures students and fosters in them a sense of responsibility, an eagerness to learn, and a sense of caring for self and others. (Success Environment)

5. The EICCD will develop and maintain an organizational structure that ensures that decisions are made at the lowest appropriate level and that decisions are communicated for effective implementation. (Decision-making system)

6. The EICCD will develop a system to enhance institutional effectiveness, including the measurement of student learning outcomes, a student tracking system, the efficient and effective use of resources, and program and staff development and performance. (Accountability)

7. In recognition that human resources are our most valuable asset, the EICCD will develop a system to attract and retain the most qualified personnel in all capacities, including but not limited to recruitment of minorities, adequate compensation and benefits, recognition, facilities, orientation and staff development, promotion and advancement opportunities, and support services. (Personnel)

8. The EICCD is committed to providing a sound financial base by developing and maintaining effective relationships with the private and public sectors. (Resource Development, Fiscal Management)

RESEARCH, PLANNING, AND DEVELOPMENT

1. The EICCD will base its planning and decisions on the most accurate, up-to-date, and comprehensive information available. In order to generate this information, it will conduct environmental scanning, community and labor market needs assessments, and program evaluation on a systematic and regular basis. Further, the EICCD will serve as a statewide and national model in the collection, analysis, and dissemination of data and information for the purposes of planning and decision-making.

2. The EICCD will conduct environmental scanning at the local, national, and global levels in order to anticipate trends that will impact the performance of its mission. This will enable the EICCD to be proactive in the development of new programs and services to meet the emerging needs of the community it serves.

3. The EICCD will develop a comprehensive model for the evaluation of its effectiveness in meeting its mission, goals, and objectives. This model will minimally include:

   Program evaluation - conducted on both vocational technical and transfer programs on a meaningful, cyclical, and regular basis with continuous monitoring of selected critical indices;

   Local and regional labor market needs assessment - to validate the need for new and existing instructional programs;

   A student tracking system - to monitor the achievement of students' individual goals, their satisfaction with programs and services, and their subsequent occupational and educational outcomes.

4. The EICCD will communicate its mission, goals, objectives, activities undertaken to achieve the objectives, and evaluation results both internally and externally as appropriate. This communication will include the following components:

   Internal communication - exemplary training and orientation for new staff, part-time staff, and updating for existing staff; and, reliance on new technology, including electronic mail, newsletters, and "help centers" whenever feasibile.

External communication - community-based planning teams, foundations, and an "access center" in every town in the service delivery area.

Marketing - will be coordinated with research, planning, and instructional development, and will utilize alumni in new roles.

5. The EICCD will develop and expand its financial and human resources in order to meet the increasing demand for new programs and services. The Resource Development staff will continue to cultivate relationships with state and federal granting agencies and other funding sources, and will work with the legislature to ensure the funding of needed programs and services.

COMMUNITY PROGRAMS AND SERVICES

1. The EICCD will increase its involvement in international education activities as it relates to the needs of business/industry, credit programming, and personal development. These include ESL for business and academic preparation, exchange programs for students and faculty, and international business courses.

2. The EICCD will become a Center of Excellence in targeted areas as defined by our marketplace; e.g., hazardous materials/asbestos training, manufacturing technology, small business management, computer-integrated manufacturing, plastics technology, and labor market and task analysis.

3. The EICCD will identify, develop, and implement programs and services for special populations; e.g., the elderly, high risk, gifted, dislocated/displaced persons.

4. The EICCD will actively serve as an example of sound environmental practices, as a resource center for training and information for the community and business/industry, and as an active promoter of responsible environmental living. Activities will include an active compliance with the law, employee awareness of environmental issues, a recycling program, and small business education and assistance.

5. The EICCD will increase its participation as an active partner in defining community needs and assisting in the development of solutions; e.g., forums on community issues, economic and community development activities, community collaboration, and the leadership of EICCD employees in service clubs and economic development organizations.

6. The EICCD will act as a facilitator for identifying and educating the community on local, national, and international trends, especially as related to culture and fine arts.

7. The EICCD will be the regional supporter and promoter for technology transfer, including integration of credit and non-credit programming; e.g., Technology Center, increased cooperation with research institutions, and serving as a link between research institutions and business/industry.

8. The EICCD will actively seek to provide needed accessibility, flexibility, and support for our diverse population with wide-ranging educational needs and desires; e.g., child care, outreach to smaller communities, flexible programming in locations and schedules, transportation, counseling, and delivery systems.

9. The EICCD will continue to develop creative ways to bring new resources that will assist in meeting our expanded goals of the future. The EICCD will be politically active, develop and maintain networks and partnerships with businesses and industries, foundations, etc.

10. The EICCD will promote and reward quality in all aspects of education, service, and programs.

11. The EICCD will develop, implement, and utilize a Dis- trict-wide, comprehensive marketing plan based on comprehen- sive research. This requires the collection and analysis of pertinent data and information, outcomes-based marketing, and marketing both internal and external to the District.

12. The EICCD will be <u>THE</u> primary training provider and resource center for business and industry assistance. This emphasizes the importance of internal and external marketing, on-going environmental scanning and needs assessments, the recruitment and development of instructors and consultants, and the development of an account/executive relationship.

APPENDIX D

2020 VISION SURVEY INSTRUMENT

EASTERN IOWA COMMUNITY COLLEGE DISTRICT

GOAL STATEMENTS

GOAL 1. EICCD PROVIDES LIFELONG LEARNING OPPORTUNITIES TO MEET THE ACADEMIC, ECONOMIC, CULTURAL, AND SOCIAL NEEDS OF THE COMMUNITY.

Prioritize the following objectives by inserting the numbers 1 (highest) to 9 (lowest) in the blanks provided.

(1) ____ A. Develop flexibility in course delivery systems: utilize telecourses, TIE, ITFS, correspondence, computer assisted instruction.

(2) ____ B. Provide for the evaluation of experiential learning.

(3) ____ C. Emphasize programming for special populations: at-risk, elderly, gifted, dislocated workers, displaced homemakers.

(4) ____ D. Organize weekend college experiences.

(5) ____ E. Utilize community-based advisory committees.

(6) ____ F. Strengthen and expand traditional programming in arts and sciences and vocational technical areas.

(7) ____ G. Increase accessibility through services and programs relevant to changing demographics: child care, transportation, outreach to small communities, multicultural and intergenerational programming.

(8) ____ H. Refine and expand environmental scanning activities.

(9) ____ I. Refine and utilize both long- and short-term planning.

GOAL 2. EICCD SEEKS, DEVELOPS, AND MAINTAINS QUALITY INSTRUCTIONAL, ADMINISTRATIVE, AND SUPPORT STAFF DEDICATED TO STUDENT LEARNING.

Prioritize the following objectives by inserting the numbers 1 (highest) to 5 (lowest) in the blanks provided.

(10) ____ A. Recruit a diverse staff representative of student population.

(11) ____ B. Provide orientation, evaluation, and staff development opportunities for both full- and part-time faculty.

(12) ____ C. Ensure funding for staff development activities for all employees.

(13) ____ D. Explore potential for faculty/staff/administrative exchange programs.

(14) ____ E. Refine employment process to assure uniformity and fairness in advertising, interviewing, reference checks, and the application of affirmative action/equal employment opportunity principles.

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GOAL 3. EICCD DEVELOPS AND MAINTAINS QUALITY CURRICULA WHICH ANTICIPATE AND SUPPORT LOCAL, NATIONAL, AND GLOBAL NEEDS.

Prioritize the following objectives by inserting the numbers 1 (highest) to 7 (lowest) in the blanks provided.

(15) ____ A. Develop student outcomes/competencies in both vocational technical and arts and sciences courses and programs.

(16) ____ B. Utilize emerging and existing technologies to provide alternative course delivery systems.

(17) ____ C. Provide for systematic, cyclical program evaluation with continuous monitoring of certain critical indices (enrollment, costs, etc).

(18) ____ D. Integrate international education into existing curricula; develop new emphases in global issues.

(19) ____ E. Establish quality/excellence centers in selected programs.

(20) ____ F. Develop labor market surveys that provide specific information regarding program need and employment opportunity.

(21) ____ G. Utilize community members, staff, and business/industry to assist in environmental scanning to identify emerging trends.

GOAL 4. EICCD PROVIDES OPPORTUNITIES FOR STUDENTS TO GAIN THE KNOWLEDGE, MARKETABLE SKILLS, VALUES, AND ATTITUDES NEEDED TO ACHIEVE PERSONAL SUCCESS.

Prioritize the following objectives by inserting the numbers 1 (highest) to 7 (lowest) in the blanks provided.

(22) ____ A. Develop a district-wide introduction to college/survival skills credit course.

(23) ____ B. Develop a comprehensive student tracking system that allows students to see their progress on a regular, on-going basis.

(24) ____ C. Provide training in job skills, including expectations of employers, interview techniques, and resume preparation.

(25) ____ D. Provide accessible literacy, ABE/GED, and developmental coursework.

(26) ____ E. Investigate feasibility of Honors programs/courses.

(27) ____ F. Provide opportunities, through coursework, forums, and student activities, for multicultural understanding and appreciation.

(28) ____ G. Conduct ongoing follow-up studies of graduates and completers.

GOAL 5. EICCD RECRUITS, ASSESSES, AND RETAINS STUDENTS FROM DIVERSE BACKGROUNDS.

Prioritize the following objectives by inserting the numbers 1 (highest) to 8 (lowest) in the blanks provided.

(29) ____ A. Employ minority recruiters/counselors.

(30) ____ B. Provide accessible and effective support services including tutoring, child care, counseling and referral, transportation networks, etc.

(31) ____ C. Assess and place students in appropriate courses where their chances of success are greatest.

(32) ____ D. Provide comprehensive English as a Second Language courses.

(33) ____ E. Involve students of diverse backgrounds in student government, leadership, and activities.

(34) ____ F. Communicate all possible financial aid opportunities to students.

(35) ____ G. Maintain affordable tuition.

(36) ____ H. Consider extended hours with full complement of support services.

GOAL 6. EICCD ASSISTS STUDENTS TO EFFECTIVELY TRANSITION TO AND FROM THE COLLEGE.

Prioritize the following objectives by inserting the numbers 1 (highest) to 7 (lowest) in the blanks provided.

(37) ____ A. Develop standard graduation requirements within the EICCD.

(38) ____ B. Increase reciprocal agreements with other community colleges.

(39) ____ C. Develop and maintain articulation agreements with colleges and universities.

(40) ____ D. Develop 2+2 Tech Prep and other articulation agreements with high schools.

(41) ____ E. Develop 2+2 agreements with colleges and universities.

(42) ____ F. Articulate the AAS degree with appropriate programs at universities (inverted degree, capstone, etc.).

(43) ____ G. Increase the scope of Placement Offices/Job Developers to more actively assist and place graduates.

GOAL 7. EICCD CREATES AND MAINTAINS AN ORGANIZATIONAL ENVIRONMENT THAT ENCOURAGES INITIATIVE, RISK-TAKING, AND INDIVIDUAL RESPONSIBILITY.

Prioritize the following objectives by inserting the numbers 1 (highest) to 5 (lowest) in the blanks provided.

(44) ____ A. Review and reorganize as necessary to assure a structure that promotes effective decision making.

(45) ____ B. Promote decision-making at the lowest appropriate level, reducing unnecessary bureaucracy.

(46) ____ C. Define and utilize clear lines of internal and external communication.

(47) ____ D. Strengthen and enhance entire district as well as individual colleges and instruction sites.

(48) ____ E. Utilize input from committees, councils, task-forces, etc. in decision-making.

GOAL 8. EICCD ASSURES INSTITUTIONAL ACCOUNTABILITY THROUGH EFFECTIVE AND EFFICIENT UTILIZATION OF RESOURCES.

Prioritize the following objectives by inserting the numbers 1 (highest) to 10 (lowest) in the blanks provided.

(49-50) ____ A. Communicate the budget process throughout the institution and encourage involvement and input.

(51-52) ____ B. Encourage resource development through grants, matching funds, etc.

(53-54) ____ C. Support the development and growth of the college foundations.

(55-56) ____ D. Maintain and improve existing physical facilities.

(57-58) ____ E. Explore the need for new physical facilities.

(59-60) ____ F. Encourage political involvement at the state and federal level to assure funding of programs and activities.

(61-62) ____ G. Maintain partnerships with business and industry.

(63-64) ____ H. Increase both internal and external marketing for public visibility and support.

(65-66) ____ I. Explore financial aid and tuition innovations as appropriate.

(67-68) ____ J. Practice conservation and environmental responsibility.

GOAL 9. EICCD UTILIZES ACCURATE, UP-TO-DATE, AND COMPREHENSIVE INFORMATION IN ITS ACADEMIC AND FISCAL PLANNING AND DECISION-MAKING PROCESSES.

Prioritize the following objectives by inserting the numbers 1 (highest) to 7 (lowest) in the blanks provided.

II

(1) ____ A. Develop a comprehensive evaluation model for determining and monitoring institutional effectiveness.

(2) ____ B. Develop marketing and advertising practices based on research.

(3) ____ C. Improve linkages and communication of information between district and colleges through computer interfaces, electronic mail, etc.

(4) ____ D. Integrate, communicate, and utilize information provided through labor market surveys.

(5) ____ E. Conduct community needs surveys to determine areas of interest in general community programming.

(6) ____ F. Develop and distribute "user-friendly" financial and program reports.

(7) ____ G. Research and define target markets for specific programs and services.

GOAL 10. EICCD IS AN ACTIVE PARTNER IN DEFINING COMMUNITY AND BUSINESS NEEDS AND ASSISTING IN THE DEVELOPMENT OF SOLUTIONS.

Prioritize the following objectives by inserting the numbers 1 (highest) to 10 (lowest) in the blanks provided.

(8-9) ____ A. Provide training and consulting services to business and industry.

(10-11) ____ B. Develop and maintain community and economic development partnerships.

(12-13) ____ C. Designate an access center and a facilitator in every community in the service area.

(14-15) ____ D. Support and promote technology transfer; provide the link between research institutions and business and industry.

(16-17) ____ E. Organize community forums for the discussion of political, environmental, and other community concerns.

(18-19) ____ F. Recruit representative community action committees to research and present programming and activity needs to the colleges.

(20-21) ____ G. Promote culture and the fine arts.

(22-23) ____ H. Provide link between state incentive programs and local industry.

(24-25) ____ I. Promote training and counseling opportunities for small businesses.

(26-27) ____ J. Act as a resource and an example of sound environmental practices.

(28) **Please indicate your current status by circling one of the following:**

1. Faculty member
2. Support staff
3. Professional staff
4. Administrator
5. Student government

APPENDIX E

THE EICCD's BELIEF STATEMENTS

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1. We value all of our students.

2. The essence of the EICCD is in teaching and learning. We will assess student needs and goals, attempt to take students as far as they can go within our mission, and measure student outcomes.

3. We will serve the least educated and the most in need; we are an advocate for those who have traditionally been discriminated against.

4. We must provide relevant educational programming utilizing appropriate technologies that best meet student needs.

5. We should have creative and flexible approaches to the delivery of educational programs and services.

6. We have a responsibility to our students, staff, and community to view all of our offerings from a global perspective.

7. We must constantly strive to better understand and anticipate the future so that we may participate creatively in its design.

8. We believe that our goals and objectives should be clearly defined in order to ensure an effective organizational performance.

9. We will have a positive influence on the future through planning and the daily awareness of our objectives.

10. We must, in all areas, exhibit quality, and the quality should be substantiated.

11. We must strive for open and accessible lines of communication among the Board, administration, faculty, staff, students, and the people of the community.

12. We recognize the value of all of our employees and the need to foster their growth through a comprehensive human resource development program.

13. We must practice team management which includes faculty and staff participation in the decision-making process.

14. We believe that decision making at all levels throughout the District must be information-based.

15. We believe that problem solving and decision making should be creative, flexible, and multifaceted.

16. We believe that our programs and services should be accessible and affordable.

17. We believe that our mission and our leadership should be highly visible in all communities of the District.

18. We have a responsibility as individuals and as an institution to be involved in our community and to provide leadership in community and economic development.

19. We believe in providing a physical environment which fosters learning, and that the institution should serve as a model for sound environmental practices.

20. We will always support, internally and externally, cooperation, partnerships, and articulation.

21. We must be responsive to the needs of business and industry, employee groups, and other agencies to bring relevant programming to students.

22. We believe that risk taking is an important element in fulfilling the community college mission.

23. We are a political institution, and this fact must be considered daily in our actions and decisions.

24. We believe that no single part of the EICCD is autonomous nor developed to its fullest in isolation from the other parts.

25. We must maintain three comprehensive, community-based colleges as the basic delivery system of a strong, unified community college district.

26. We are obligated to contribute to the community college movement in Iowa, nationally, and internationally.

ERIC Clearinghouse for Junior Colleges

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